

# ORTON-GILLINGHAM COURSE OUTLINE

## Reading Assignments Prior To Lecture 1:

Gillingham Manual: Chapter 1, Preliminary Considerations  
Chapter 2, Reading and Spelling with Phonetic Words  
Birsh, 3<sup>rd</sup> Edition: Chapter 1, Connecting Research and Practice

## Lecture 1: Tuesday, June 12, 2018 Background

- Who are we?
- What are the primary components involved in reading?
- What occurs during normal reading development?
- What is dyslexia?
- What is the Orton-Gillingham approach?
- What are the Language Tool Kit / Gillingham-Stillman materials?

## -Reading Assignments Prior to Lecture 2:

Birsh: C6 – Alphabet Knowledge: Letter Recognition, Naming, and Sequencing  
C5 – Teaching Phonemic Awareness  
C2 – Multisensory Structured Language Education  
Gillingham Manual : C3 – Words Phonetic for Reading But Not for Spelling

## Lecture 2: Saturday, June 16, 2018 Phonology – Phonological Processing Stressed/Accented syllable

- What are some basic concepts of phonology?
- What is Phonological Processing?
- How is phonological processing assessed?
- What can be done to improve phonological awareness?
- How do we teach stressed syllables?

## Reading Assignments Prior to Lecture 3:

Birsh: C3 – Development of Oral Language and Its Relationship to Literacy  
C4 – The History and Structure of Written Language  
LTK Book: P 1-10

## Lecture 3: Tuesday, June 26, 2018 The Lesson – Level 1: Association I

- What do we teach in Level 1? (Groups 1 and 2 Phonograms)
- What are some good general points to keep in mind about the Orton-Gillingham Lesson?
- What is the structure of the first section of the O-G Lesson?
- What else do we teach in Level 1? (f,l,s,z spelling rule and blends)
- How do we write a lesson plan for Association I?
- How do we teach an O-G Lesson for Association I?

**Reading Assignments Prior to Lecture 4:**

Birsh: C9 – Teaching Spelling

C15-Planning Multisensory Language Lessons & Classroom Environment

LTK: Pages 11-17

**Lecture 4: Saturday, June 30, 2018      The Lesson – Level 1: Associations II & III**

*-Scholars demonstrate Association I with a partner*

*-How do we complete S.O.A.P. notes for Association I?*

*-How do we teach Associations II & III*

*-How do we write a lesson plan for Associations II & III?*

*-How do we teach a first lesson?*

*-What else is taught in Level 1?*

*-How do we teach new material / Guided Discovery?*

**Reading Assignments Prior to Lecture 5:**

Birsh: Chapter 8, Teaching Reading: Accurate Decoding

Gillingham Manual: Chapter 7, Spelling Situations and Patterns

Chapter 8, Spelling Generalizations

LTK: Pages 18-29

**Lecture 5: Tuesday, July 10, 2018      Level 2**

*-Scholars demonstrate Associations II & III with a partner*

*-How do we complete S.O.A.P. notes for Association II & III?*

*-How do we use S.O.A.P. notes in planning for the next lesson?*

*-How do we complete the Lesson Plan Recording Form and Phonogram/Concept Checklist?*

*-How are Tutor and Student Notebooks used?*

*-What do we teach in Level 2?*

*-How do we teach high frequency words?*

**Reading Assignments Prior to Lecture 6:**

Birsh: Chapter 7, Teaching Handwriting

Birsh: Chapter 13, Composition: Evidence-Based Instruction

Gillingham Manual: Chapter 9, Handwriting

**Lecture 6: Tuesday, July 24, 2018      Grammar and Handwriting**

*-What is syntax/grammar?*

*-How do we teach grammar in an O-G lesson?*

*-What are some grammar resources (Linking Blocks)?*

*-Why is handwriting important?*

*-What kind of handwriting problems do children with learning disabilities have?*

*-How do we improve / teach handwriting in an O-G lesson?*

*-What are some handwriting resources (Tixlers, Real Spelling)?*

**Reading Assignments Prior to Lecture 7:**

Birsh: Chapter 22, Technology that Supports Literacy Instruction and Learning

**Lecture 7: Saturday, August 25, 2018      Level 3, Technology and Vocabulary**

*-What do we teach in Level 3?*

*-How do we use the student technology (computer, iPads, etc?)*

*-Vocabulary, Part 1*

**Reading Assignments Prior to Lecture 8:**

Birsh: Chapter 10, Fluency in Learning to Read: Conceptions, Misconceptions, Learning Disabilities, and Instructional Moves

**Lecture 8: Saturday, September 22, 2018      Fluency and Comprehension, Part 1**

- What is fluency?
- How is fluency assessed?
- What can be done to improve fluency?
- How are fluency and comprehension related?
- What are the primary factors in comprehension?

**Reading Assignments Prior to Lecture 9:**

Birsh: Chapter 12, Strategies to Improve Reading Comprehension in the Multisensory Classroom

**Lecture 9: Saturday, October 27, 2018      Comprehension, Part 2**

- How can comprehension be integrated into the basic O-G lesson?
- What are some comprehension strategies?
- How do you use an alternative lesson plan format with an emphasis on comprehension?

**Reading Assignments Prior to Lecture 10:**

Birsh: Chapter 11, Word Learning and Vocabulary Instruction

**Lecture 10: Saturday, November 17, 2018      Level 4 and Morphology**

- What do we teach in Level 4?
- Morphology

**Reading Assignments Prior to Lecture 11:**

Birsh: Chapter 18, Learning Strategies and Study Skills: The SkORE System

**Lecture 11: Saturday, January 26, 2019      Level 5 and Study Skills**

- What do we teach in Level 5?
- What are some study skills / strategies?

**Reading Assignments Prior to Lecture 12:**

Birsh: Chapter 23, Right of Individuals with Dyslexia and Other Disabilities

**Lecture 12: Saturday, February 23, 2019      Assessments and Laws**

- How is dyslexia diagnosed? (Brief overview)
- What do different kinds of test scores mean?
- What pre- and post-testing is done to measure progress?
- How do we report progress?
- What Federal Laws relate to Dyslexia?

Note: Training dates subject to change.